

**ASSESSING THE EFFECTS OF MANAGEMENT QUALITY
ON ACADEMIC PERFORMANCE IN SELECTED SCHOOLS
IN ZAMBIA: A CASE OF LIVINGSTONE DISTRICT.**

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ABSTRACT

The study on Effects of Management on Staff Performance in Selected Schools in Zambia was conducted in Livingstone District. Eight (8) secondary schools were selected and involved were eight (8) heads of secondary schools, thirty-two (32) teachers and sixty-four (64) students. Structured Questionnaire was used in collecting both qualitative and quantitative data which was later analyzed basing on the objectives of the study. The study found that the main effects of Management on Staff Performance in schools are teacher motivation, Decision making by teachers, inadequate teaching and learning materials as well as school infrastructure. Other factors were associated with institution arrangement and education system. The study recommended the following for the current status of primary and secondary schools: - heads of schools should ensure

that they motivate teachers and engage them in decision making. For the factors that influence access to quality education, the researcher recommends the following: - The government should employ more teachers, teachers should be provided with training and seminars, the government in collaboration with heads of schools should ensure that quality teaching and learning materials and supporting learning infrastructures are made available, school inspections should be done regularly to monitor smooth delivery of quality education, there should be no differences between the policy objectives and politicians' interest. Finally, school managers, heads of schools together with their teaching staff should be motivated for extra workload they are undertaking in managing their schools.
of Kazungula.

I) CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0. Overview

This chapter gives a brief description of the study that assessed the effect of management quality on academic performance in selected schools in Livingstone district. It also presents the statement of the problem, the purpose, objectives, research questions, and the significance of the study, the limitations and the operational definitions of terms used in the study.

BACKGROUND OF THE STUDY

In recent times, education stakeholders have expressed their concern over the poor morale and performance of teachers in some primary schools despite them undergoing various types of training at colleges and through improved Continuing Professional Development (CPD) at Colleges of Education and Universities. Enhanced CPDs help headteachers in schools sharpen their administrative skills, Nelly Andende (2016).

Kabeta et al. (2015) associates school leadership with the quality of learning and teaching, the motivation of teachers and the ethos of the school. The operative notion is that the quality of teaching and learning is largely dependent upon an individual or group that exercises supervisory responsibility. In addition, Kabeta et al (2015) further states that headteachers affect the teaching and learning process in the way they relate and offer leadership to teachers. The role of headteachers as leaders at school level is a critical factor in determining a successful implementation and satisfaction of teachers.

Teachers' job performance is a concern of everybody in the society. Therefore, teacher job performance is the teacher 's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering

subject matter to students in and outside the classroom, (Aacha,2010). Teacher performance in this study were measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

MESVTEE (2015) some of the factors for learners' low performance have been identified as inadequately/ inappropriately trained teachers, inadequate teaching and learning materials, low teacher motivation and absenteeism, higher learner-teacher ratios, ineffective management and supervision. In addition to obvious inputs to learning, such as teachers and teaching and learning materials.

UNESCO (2016) Following a period of decline in education delivery and performance, due to growing poverty and underinvestment in education between 1980 and 2001, Zambia has undertaken considerable policy development and reform to meet evolving national aspirations and social demands to improve its national education system. MOE (1996), seem to suggest that the effective delivery of public education services is heavily dependent on the suitability of the management structures and procedures employed. Structural arrangements should be such that, basing its decisions on comprehensive and accurate information, management can deal quickly and effectively with issues that arise. Meeting the requirements for efficient and effective management of the education system in Zambia is not an easy task. There are many factors at play. Quantitatively, the system of schools and colleges has expanded rapidly but with little commensurate development or redeployment of management services MESVTEE (2015). Organisationally, the entire system is highly centralised, with hierarchical decision-making procedures that run from the

national headquarters to provincial, district and institutional levels. Moreover, the structure and organisation of the system raise a number of problems that have a bearing on the management of education. These include: long lines of communication and decision-making, resulting inefficiencies. Little coordination exists between units, departments and sections within the ministry. As a result, conflict may arise when discharging common responsibilities. Due to the unclear chain of command, adequate supervision and performance criteria have been lacking at the points of delivery.

The terms leadership and management have been used in this study to show how they influence the achievement of academic goals and objectives in secondary schools. However, one has to stop and ask what is meant by leadership or management. In broad perspectives, leadership is portrayed as a formal authority to direct and coordinate others. Some define leadership as the power to influence others with or without authority. Dubin (1978) sees leadership as the exercise of authority and making of decisions. Basically, these definitions revolve around three aspects: a) Source of power (authority). b) Scope of its application (task – relevant) c) Functions performed by the authority (decision – making, directing and coordinating).

Every member of our society knows that education is the key for total development of our nation. The society is expected to be transformed by quality education in its influence on the political atmosphere, economic, social as well as cultural initiatives. This is because human resources are significant in activating and combining material resources at a school level if they are available. Thus, poor academic performance is mainly caused by non-availability of teaching and learning materials, shortage of teachers and un-conducive school environment. The contrary studies show that high performance in Uganda secondary schools, for

example, was mainly a result of teachers and students' commitment, discipline, maximum cooperation from the parents, availability of teaching and learning materials and stable school managers who are responsible for mobilizing all other factors. Hence, on the basis of these findings, there seems to be a strong correlation between management and school performance or educational outcomes in so far as that management takes on board and coordinates other factors where they are available. This means that where management is poor, one should never expect to have good performance. However, the converse may not be true. That is, where management is good but the other factors are inexistent, one is not assured of good performance either. This implies that good management requires the presence of other resources or factors to combine with for it to lead to good school performance.

Leadership is a process of influencing the activities of an organized group towards goal setting and goal accomplishment.” There are various styles of leadership comprising democratic, autocratic or authoritarian and laissez-faire. These styles have influenced academic performance in secondary schools focused in this study.

Managers of schools had a major role to play. As the Education and Training Policy URT (1995) stipulated, the provision of quality education and training is the ultimate goal of any education system. This goal, however, cannot be achieved without a well-established and effective management and administrative machinery. In this case, besides the managerial and administrative role, the school heads have a supervisory and a leadership role (Bernard, 2008).

According to the 2012 survey conducted by MESVTEE, it is alarming to learn that a considerable proportion of teachers in the sample, (49%) indicated that they taught class sizes of 120

or more learners. Only 7.9 percent of the teachers said that they taught classes of less than 30 learners in a class. This is by far beyond the recommended size of 45 in a class at primary level. However, the average number of pupils was in the range of 46 to 60 learners to a class. Part of these enrolments could probably be attributed to recent Government efforts towards attaining MDG No. 2 on 'Achieving Universal Primary Education' by 2015.

Okendu (2012) asserted that idea that human and material resources were to be assembled together by educational administration, within the school system for effective teaching and learning cannot be over emphasized. It is supported on this ground that, in secondary schools, the principals play the role of administrators and that of supervisors, even instructors and they also participate in teaching activities when necessary. This was possible through harnessing the available resources allocated to the schools to realize the goals of education.

Day C. and Sammons P. (2016), school leaders improved teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. A key task for leadership, if it is to influence student learning and achievement, is to improve staff performance. Such performance is a function of staff members' motivations, commitments, capacities (skills and knowledge) and the conditions in which they work. Considerable emphasis has recently been placed on school leaders' contributions to building staff capacity in particular.

Eresimadu (1996) holds that School administration is the implementation and facilitation of the programmes and management of the school resources for the achievement of school objectives. School administration is the branch of pedagogy that studies the means and methods of administering schools, reveals the distinctive

feature in the system of school management, and analyzed the specific problems involved in organizing such a system. Summarily, Ojo (1999) posit that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examination, resource allocation, costing and forward planning, staff appraisal, relationship with community, use of the practice necessary for the surviving of the policies of the organization such as in decision making, negotiation, bargaining, communication, conflict handling, running meeting and so on.

Therefore, poor or ineffective management of education should be the concern of every progressive citizen. Providing appropriate leadership is an idea as old as civilisation itself. The ancient Greeks were the first Western people to ask questions about the nature of education, its purpose and how it should be managed or handled (Coetzee, 2004). Besides, managing staff motivation and performance, the heads also direct the organisation (the school) by providing effective leadership. The school head has been the subject of hundreds of studies mostly in developed countries. Taken collectively, the 'effective schools' studies reflected the view that the direct responsibility for improving instruction and learning rest in the hands of the school head (Smith and Andrews, 1989).

The effects of administration and management on staff performance in schools was observed by many stake holders in the way some schools in Livingstone District are run. Livingstone had recorded a good performance and also poor performance in schools. This may be caused by managing staff motivation and performance in a more positive or negative way. The effect of management on staff performance in schools has opposing results among researchers on staff performance in schools. This situation prompted the

researcher to assess effects of management on staff performance in schools in Livingstone District.

STATEMENT OF THE PROBLEM

Educational institutions require effective leadership and professional school heads MOESVTEE (2012). To advance education, there is a clear need for educational leaders to have and exercise: the ability to comprehend the dynamics of human affairs including human performance management, human motivation, performance management, effective leadership, human relations, educational change and management theories, and to identify obstacles to teacher performance in the school workplace. The school head plays a crucial role in promoting a school environment which stresses the importance of learning and which encourages trust, effort and mutual respect among students and teachers MOE (1992). In Zambia, particularly in Livingstone district, management has a direct bearing on school academic performance as suggested by some of studies in the area. In this context, the point is not simply to duplicate the study to one's own interests but rather to find out the circumstances under which management is likely to make an impact on academic performance in the light of existing challenges. Concerns have however been raised over the effects of school administration and management on staff performance in schools basing on how they have been fairing in the previous examination performance at grade 7, 9 and 10, MOESVTEE (2012).

Centrally, the basic question the present study sought to answer is under what condition does an efficient and consistent management have a positive impact on school academic performance? To approach this conundrum, one may decide to examine input variables and process variables quantitatively and qualitatively where they exist and look at their lack or adequacy as challenges that

require a creative management response. This is the entry point of the present research problem.

1.3. THE PURPOSE OF THE STUDY

The purpose of the study was to assess the effect of management quality on academic performance in selected schools in Livingstone in Southern Province.

OBJECTIVES OF THE STUDY

To achieve the purpose of this study, three specific study objectives guided the process:

- i) To assess how school management decision making affected teaching and learning in schools in Livingstone District.
- ii) To find out how motivation affected academic performance in schools in Livingstone District.
- iii) To identify areas of management that perfected staff performance in schools in Livingstone District.

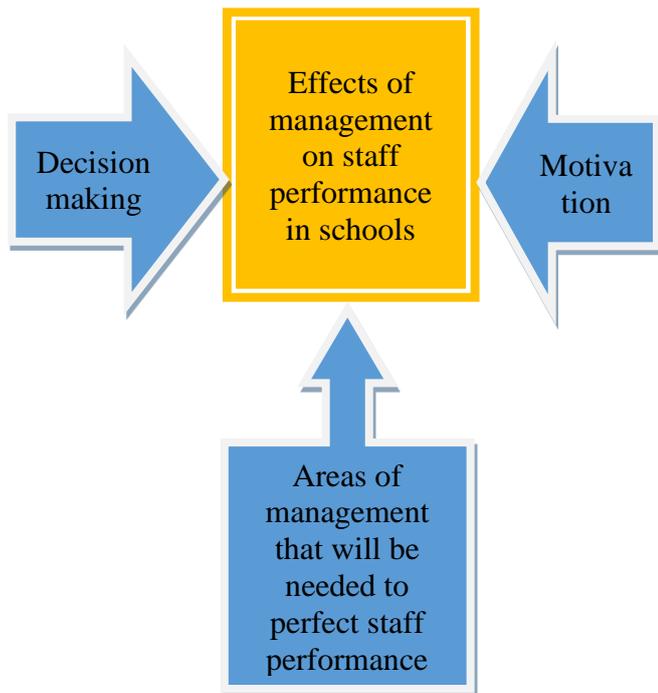
1.5. RESEARCH QUESTIONS

The research questions of the study were:

- How does school management in decision making affect teaching and learning in schools in Livingstone District?
- How does motivation affect academic performance in schools in Livingstone District?
- What are some of the areas of administration and management that will be needed to improve academic performance in schools in Livingstone District?

1.6 Research Variables

- i). Independent variables
 - (a). Effects of management on staff performance in schools
- (ii). Dependent variables
 - (a) Decision making.
 - (b) Motivation.
 - (c) Areas of management will be needed to perfect staff performance



1.7. Conceptual framework

A Conceptual framework of a research study is a researcher's summarized perception of the research problem and providing explanation and the means to solving the problem (i.e., prediction of the outcome) expressed in most cases in either mathematical or diagrammatic flow charts (Taylor, 2013). He further alludes that it (the Conceptual Framework) is done to enhance easy representation and understanding and simplification variable relationships. A conceptual framework represents the researcher's synthesis of literature on how to explain a phenomenon. It maps out the actions required in the course of the study given his previous knowledge of other researchers' point of view and his observations on the subject of research. In other words, the conceptual framework is the researcher's understanding of how the particular variables in his study connect with each other. Thus, it identifies the variables required in the research investigation. It is the researcher's map in pursuing the investigation. As McGaghie *et al.* (2001) puts it, the conceptual framework sets the stage for the presentation of the particular research

question that drives the investigation being reported based on the problem statement. The problem statement of this research presents the context and the issues that caused the researcher to conduct the study. Figure 1 below is the conceptual framework showing management quality on academic performance.

1.7. Significance of the study

The findings of the study will benefit the ministry of general education who are the policy makers, the school and the researchers that will embark on the same study as well as other stakeholders.

1.9. DEFINITION OF TERMS

- **Assess:** To find out.
- **Management:** consists of interlocking functions of creating corporates policy and organising, planning, coordinating, directing which involve controlling of persons and resource in an organisation.
- **Motivation:** Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject to make an effect to attain a goal
- **Performance:** Is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.
- **Academic performance:** the ability to display competence through speaking or writing what one has learnt in the classroom.

Summary

Chapter one had highlighted background of the study on the effects of management quality on staff performance in schools in Livingstone District. The statement of the study which have shown the gap which needs to be addressed. It also included purpose of the study, objectives of the study, research basic assumptions of the study, and the definitions of the operational terms in details.

II) CHAPTER TWO: LITERATURE REVIEW

2.0 Chapter overview

This chapter gives a short description of the literature review about implementation adherence of early childhood education in public schools globally, regional, Zambian, previous studies, comparative studies, personal critic of the study.

2.1 Implementation of ECE

Japan A study carried out in Japan by Teguma, et.al (2012) indicates that “ECE is a topic of increased policy interest in Japan, where improving quality in the ECE sector is a subject of growing importance. The OECD has identified five effective policy levers to encourage quality in the sector: 1) quality goals and regulations; 2) curriculum and guidelines; 3) workforce; 4) family and community engagement; and 5) data, research and monitoring.” Of the five aspects, Japan considers improving quality in the workforce as a priority; it considers well-educated, well-trained professionals the key factor in providing high-quality ECEC with the most favourable cognitive and social outcomes for children.

According to Teguma, et.al (2012), Japanese preschool education has been influenced more or less by foreign educational philosophies and methods, such as the Frobelian Method, since the latter half of the 19th century; child-centred education from America and Europe since the 1920's, including that of Dewey and Montessori; nursing theory from the Soviet Union from the 1930's to the 1950's; and the Reggio Emilia approach from Italy since the 1990's. In any case, they have been digested and adapted to conform to the Japanese climate and context, and are in the process of changing.

Studies conducted in USA by Kam et al., (2003), one study points to the importance of the principal's support for implementing a curriculum targeting student behaviour and social competence. The other four highlight the role fidelity plays in achieving

positive student outcomes (Clarke et al., 2014; Gray et al., Rohrbach et al., 2010; Sarama et al., 2008). In these four studies a higher level of fidelity correlates with greater achievements for students in the fields of numeracy, literacy, mental and behavioural health.

A study in Uganda conducted by Ejuu, G., PhD. (2012) shows that at the district level, the education office was expected to disseminate the policy further to different stakeholders at the county and sub-county levels. For some districts, some dissemination took place, but in others especially the new districts, no dissemination had been done. The dissemination in some districts was done with support from UNICEF, while little or no funds at all have been availed for dissemination at levels lower than the district.

National Policy on Education in Nigeria, Oluwafemi O. L. (2014), indicated that, since the commencement of the implementation which seeks to ensure an optimal and qualitative ECE, stream of concerns have been raised by stakeholders in respect of the quality of education in Early Childhood Development and Education (ECDE) and its actual implementation. Despite all measures put in place by the Federal Ministry of Education in Nigeria, there are still some lapses in the implementation and non-implementation of this program. There is no doubt that the implementation of Early Childhood Education requires the collaborative effort/input of all stakeholders, including the government, parents/guardians, and school authorities. Olaleye et al explored the quality of ECE in Ekiti state of Nigeria. Their findings revealed low rating of the qualities of academic staff and parental participation. The quality of learning activities was found to be in tandem with the National Policy on Education.

In Republic of Kenya, (2006), ECDE curriculum aims to develop the whole personality of the child, which enhances physical, mental and socio-emotional attributes (Republic of Kenya, 2008a; 2008b). Kenya recognizes the importance of ECDE

as the most important lever for accelerating the attainment of Education for all (EFA) and the Millennium Development Goals (MDGs) (Republic of Kenya, 2006a). The government has further demonstrated its commitments to the well-being of young children by signing various global policy frameworks such as the 1989 United Nations Convention on the Rights of the Child (UNCRC), the 1990 Thailand World conference on EFA, the 2000 World Education Forum (Dakar, Senegal) and the 2000 Millennium Development Goals (MDGs). These fora underscored the importance of EFA (Republic of Kenya, 2006).

The Jomtien World Declaration on Education for All of 1990, the Dakar Conference of 2000 and the 2000 Millennium Conference emphasized the need to provide Education for All by the year 2015 (UNESCO Report, 2003/2004). Since this was an important milestone in the history of education, Early Childhood Education fraternity was not an exception in many, if not all African countries. Zambia was among the African countries that acknowledged the ECE inclusion in the main education system.

The Zambian government has considered Early Childhood Education as of great importance to the nation's Ministry of Education (MoE). Currently, under the MoE, educational provision is guided by the national education policy document, *Educating Our Future*, which focuses on equitable access to quality education at all levels (MoE, 1996). The Fifth National Development Plan 2006-2010, a policy paper outlining educational provision by the MoE, defines Early Childhood Care, Development and Education as the level of education, both informal and formal, which a child from birth to age six undergoes prior to reaching the compulsory age (seven years) of entry to a primary or basic school (MoE, 2006). This policy paper outlines critical strategies to develop a national Early Childhood Care, Development and Education curriculum framework and to produce and distribute teaching materials for early learners. Additionally, it states

the need to develop monitoring and evaluation instruments for this level of education. Regarding the development of ECE, it further notes major challenges in this sub-sector in past years: fragmented curriculum; lack of standards, monitoring and supervision; and the confinement of ECE to pre-schooling instead of offering a more comprehensive learning experience (Kammerman, 2006).

The MoE states, in its Strategic Plan 2003-2007, that Early Childhood Care and Education is an integral part of basic education, especially in the rural areas. Pre-schools are operated by local authorities, Faith Based Organization, local communities, NGOs and private individuals (UNESCO, 2006). However, because education at this level is in the hands of private providers, financing of early childhood care and education has remained unclear. Home-based pre-schools in urban areas have mushroomed, albeit at the expense of quality education.

2.2 Teaching and learning Resources of ECE

Gonzalez-Mena (2000) Although the development and expansion of early childhood curriculum has greatly increased in the region, some policies focusing have been formulate, there has only a limited number of instruments to monitor the implementation and measure their overall quality (National Institute of Child Health & Human Development - Early Child Care Research Network, 2000). Glewwe and Kremer (2000) summarize the principle obstructions to schooling in developing countries as; lack of access to schools, their high cost, their low quality and lastly poor health. Numerous empirical studies employing experimental, quasi-experimental and non-experimental survey largely confirm that removal of these constraints stand a chance to a large extent expand pre-schooling (National Institute of Child Health & Human Development - Early Child Care Research Network, 2000).

UNICEF (1995) revealed that lack of teachers training and poor teacher retention as key barriers

to effective curriculum implementation. The key to getting teachers committed to an innovation is to enhance their knowledge of the program. This means teachers need to be trained and workshops organized for professional development. Certainly, an adequate teacher education program should include curriculum development if teaching is to be a profession and if opportunities for learners are really to be improved. Content knowledge aside, it is only when a teacher can communicate effectively that he will be able to draw upon the various social cultural contexts of the learner to facilitate learning (Stoner, Freeman and Gilbert, 1999).

In China, Preschool education is vital and begins at age of three (3). According to Emily and Albert (2007), pre-school education was one of the targets in the 1985 education reform. This reform articulated that pre-school facilities were to be established in buildings made available by public enterprises, production teams, municipal authorities, local groups, and families.

Policy on Framework on Education, Training and Research (Republic of Kenya, 2005) supports this when it enunciates that in Kenya, efforts have been made to improve the quality of school factors influencing implementation of ECDE curriculum. The focus of the current study is to evaluate the influence of school based factors specifically whether the availability, appropriateness and adequacy of teaching and learning materials; teachers characteristics such as the age, gender, education level, level of training and length of service at ECDE centre; learners characteristics such as age, gender, entry behaviour and family background; and instructional methods such as stories, poems, games, questions and answers, role play and presentations on the ECDE curriculum implementation in Kisumu Central Sub-county.

Facilitating environments provide conditions for the kind of teaching and learning that lead to quality outcomes for children, especially qualified staff, low child: adult ratios, small group size, and staff professional development opportunities. Qualified

teachers are likely to draw on their knowledge and experience of children and pedagogy to offer the kinds of cognitively challenging adult-child interactions that are linked with gains for children. The NICHD ECCRN (The National Institute for Child Health and Human Development Early Child Care Research Network) study (2002) using structural equation modelling, found a mediated path from structural indicators of quality (teacher qualifications and staff: child ratios) through process quality to cognitive competence and caregiver ratings of social competence.

A policy introduced in Kenya under The Free Primary Education (FPE) programme introduced in the year (2003,) reduced considerably the preschool enrolment where parents would prefer to send their children direct to the primary school to avoid extra costs involved in the preschool education (Koskei, 2008). This weakened the interest on the need to invest effectively in early childhood education. There are different types of pre-schools in Kenya which can broadly be classified into private and public preschools. Unfortunately, due to the different abilities of the providers, these institutions vary in their curriculum implementation in terms of teacher competence, learning and teaching resources Dronkers, Robert (2013).

A study conducted in Zambia by Leavy, (2006) repeatedly, respondents pointed to a set of challenges currently influencing educational quality and provision including, but not limited to, the following: lack of instructional materials, textbooks, and teacher manuals; over-enrolment of students; and a severe teacher shortage.

In response to an interview question regarding the major challenges facing teachers in Zambia, the most frequent response offered concerned the lack of vital instructional and learning materials:

The major challenges for teachers these days...we lack materials to be used. You find that you have a class of maybe fifty pupils against ten pupils' books. And at times you

don't even have materials to use. Maybe you want to do charts, but no crayons, no paper. Everything you have to dip into your pocket, even with your meager income that you receive at the end of the month. (Teacher B2, personal communication, December 2, 2006)

Another Grade 9 teacher reiterated the same point:

Lack of materials and infrastructure. Currently, like at this school, we don't have enough classrooms. We need classrooms. That's why you'll find some students come at different times because we don't have enough rooms. We need more rooms. We don't have enough books. Teachers have to share books and we don't have modern equipment for teaching like overhead projectors. We don't have any overhead projector here. (Teacher C1, personal communication, December 4, 2006)

Lack of a sufficient number of textbooks is a recurring problem in most, if not all, primary and basic schools in Southern Zambia.

2.3 Areas that needs to be addressed in order to improve the implementation adherence

In Russia, the first World Conference on Early Childhood Care and Education took place in Moscow from 27 to 29 September 2010, jointly organized by UNESCO and the city of Moscow, the overarching goals of the conference are to:

Reaffirm ECCE as a right of all children and as the basis for development and take stock of the progress of Member States towards achieving the EFA Goal 1. Besides the goals above, the other is to identify binding constraints toward making the intended equitable expansion of access to quality ECCE services. Furthermore, the conference aimed to

establish, more concretely, benchmarks and targets for the EFA Goal 1 toward 2015 and beyond. Identifying key enablers that would facilitate Member States to reach the established targets and the promotion of global exchange of good practices are the other goals of this conference.

In Thailand, the Education for All movement is a global commitment to provide quality basic education for everyone. The movement was launched at the World Conference on Education for All held in Jomtien (Thailand) in 1990, where representatives of the international community agreed to universalize primary education and massively reduce illiteracy by the end of the decade (WCEFA, 1990).

In study in Kenya conducted by Kibera, Kimokoti, (2007) the ECDE being the first formal agent of socialization calls the attention of all stakeholders to critically address the challenges related to issues of access, equity, quality and relevance of ECDE programmes. However, the private sector seems to have monopolized most of the ECDE canters compared to the government. Thus, the public education sector opportunities for ECDE are lacking, yet available data shows that at later formal cater for well over 90% of Kenya's school going age.

A research in Senegal, conducted by the Dakar Framework for Action (2000), it indicated that a collective commitment was made to attain several EFA goals. These included expanding and improving comprehensive Early Childhood care and Education especially to the most disadvantaged and vulnerable children; improving every aspect of the quality of Education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

In Kenya a study carried out by Akuku (2015) stated that, "no meaningful teaching and learning, which is a component of curriculum implementation, takes place without adequate

materials (Lockheed et al, 1991). The materials must therefore be available to the learners in adequate quality and quantities, and at the required time to enable implementation of various educational tasks (Mungai, 1992). Materials used by the teachers are important because they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching. They include the syllabi, the teachers' guides, chalkboard, maps, globe, flash cards, cut-outs, plasticises, charts and pictures among others. This study is aimed at examining how the availability, appropriateness and adequacy of teaching and learning materials influence ECDE curriculum implementation”.

A study carried out by Kasanda, (2006) from his presentation states that exploration of this program needs to continue if a difference is going to occur in the lives of young children in Zambia. It will have to be first and foremost, absorbed in the general education development policy framework and made part of a coherent, systematic, comprehensive and proactive development reality of Zambia. Indeed, coordination and collaboration across all levels and ministries in the government is essential for a strong and cohesive ECCE policy (Aidoo, 2006; UNICEF, 2008).

In Zambia, the EFA (2015) indicated that concerns revolve around issues of improving education services available to children and youth in terms of access, quality, equity and participation as enshrined in the government policy documents in its quest to achieve the Millennium Development Goals (MDGs) and Education for All (EFA) goals by 2015. Ultimately, the issues under review should be seen as a contribution to the realisation of Zambia's 2030 vision of becoming a prosperous middle-income country. Further, an effective ECE curriculum should be an integration of care and involvement from family and preschool caregivers together with educational stimulation. Interpersonal relationships between young children and their teachers and parents are crucial for building children's social and intellectual competence.

NCF (2012) addressed the deliverers of the curriculum: the school leaders, teachers and other educators. It must also address the parents who are key to the success of the curriculum. While school leaders are bound to provide strategic direction, resources and support, the professional teacher is the best placed person to evaluate what is being achieved and to secure continuous improvement. It is then parents who are best placed to reinforce, at home, the values and educational experience that their child obtains from the school.

Thus, the NCF respects diverse forms of learning and understanding, and does not provide a one size-fits-all formula. Teachers need to operate flexibly within this framework to reach the specific learning outcomes that young people ought to possess at the end of a learning process. The NCF encourages quality education based on active learning and understanding to minimise shallow learning of knowledge which, at a later stage, will be forgotten or not used at all. The Working Group's understanding of education within this NCF is that of a process of learning which translates into what learners know and are able to do.

In addition, there is need to emphasize interaction in the mother tongue similar to NBTL which is implemented in the classroom in an official Zambian language (one of the seven official Zambian languages). On the other hand, the task-based language method focuses its teaching on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.”

III) CHAPTER THREE: METHODOLOGY

3.0. Chapter review

This chapter involved the methodology that was used during the study on the factors affecting the introduction of early childhood education in public schools in Livingstone, Southern Province. This study assessed the introduction of early childhood education in public schools in Livingstone, Southern Province and then tries to establish the solutions to the problems. It also explained the variables considered in the study, the population (the catchment and the number of respondents involved in the research, the sample population was carried out in the three schools which involves early childhood Education. It also introduced the interview guide lines and self-administered questionnaires in the two types of data collection techniques that will be used. The data was analysed in three stages that will transcribed into interviews and questions, themes and sub themes and compared to the existing literature as explained below.

3.1. Research design

This study employed a descriptive survey research design. The study employed both qualitative and quantitative research methods. Qualitative research are procedures which produces peoples' own written and spoken words and observable behaviour and directs itself at settings and individuals in the settings holistically. While quantitative research was concerned with use of numbers to explain phenomena. These methods were used to collect data collection. The respondents included pupils and teachers from Namatama Primary School, Nakatindi Primary and Nalituwe Secondary School and DEBS office. In this study, the administration of questionnaires and conduct of structured interviews will be conducted to the parents, teachers within the school environment and the DEBS Office. A structure interview is a set of carefully worded questions. The questions are arranged under

headings of the topic under investigation and are asked to the participants in the same order.

3.2. Target Population

This study targeted:

- i). 4 ECE Centres (primary) in the district.
- ii). 100 respondents, comprise of 2 from DEBS, 4 Head teachers, 72 teachers and 20 parents.

3.4. Sample Size (100 respondents)

The total sample size was 4 ECE Centres (schools)

100 respondents, that is;

- i) 2 DEBS office
- ii) 4 Head teachers
- iii) 74 Teachers
- iv) 20 parents

3.5. Sample and Sampling Techniques

The researcher used purposive and simple random sampling procedures in selecting respondents for the study. The ECE teachers, and head teachers and DEBS office used purposively selected on the basis of being directly involved on learners' well-being. Simple random sampling method was used to select the remaining teachers and parents. The sample population was carried out in four ECE Centres (Primary schools) and was restricted to early childhood education.

3.6 Instrument of Data Collection

During the data collection the researcher used the following tools.

- Questionnaire Schedules
- Focus Group Discussion schedules
- Interview schedules
- Questionnaires
- Checklist will be used.

3.7 Data Analysis

The data collected from the field was coded and analyzed by using the statistical package for social sciences (SPSS) version 16 from which descriptive statistics such as percentage, and frequencies was computed. This statistical software was applied because of its ability of simplifying analysis process instead of using normal calculation.

3.7 Triangulations

The data that was collected through questionnaire and other data collecting tools, compared using other data collection tool. All in all, the data was same despite using different ways of collecting data.

3.8 Ethical Considerations

The researcher had to seek authorization from these institutions by writing and informing the relevant authority to allow me to data. The data collected during the discussion was indicated in the findings. The respondent's rights and ethical culture was respect.

3.9 Scope of Study/Delimitation of the Study

The study was confined to Livingstone ward in Livingstone District in Southern Province. It involved four ECE centers (schools) found in Livingstone ward.

3.10 Limitation of the Study

There were a number of challenges and problems that were faced when carrying out, so as to make this study a success. Some of the challenges are as follows:

- i). The study was conducted within the busy school calendar thereby making it difficult to concentrate on the research study at expense of the course work.
- ii). as the target groups were administrators, teachers and pupils were busy in certain cases.
- iii). There was lack of cooperation on the part of the respondents to provide data that was required from them. For instance, I was told they were busy each time I wanted to get data.
- v). Distance to the area of study may have an effect on time to collect the data.

3.12.1. Validity

Validity was the most critical criterion and indicated the degree to which an instrument measures what was supposed to measure. Also was thought of as utility, in other words validity was the extent to which differences found with a measuring instrument reflected true differences among those being tested. To ensure validity of the data the data was tested by using variances and pre testing of questionnaires, triangulation methods for data collection was adopted. Furthermore, factor analysis was used through SPSS program which provide a clear picture of what should be investigated.

3.12.2 Reliability

This refers to the extent to which the data collection technique yielded consistent findings if multiple measurements are taken, the variable measure were all consistent in their value (Saunders, 2009). Data reliability was taken as the cornerstone of making a successful and meaningful study. In order to collect reliable data, the interview questions and questionnaires was designed through an elaborate procedure which involved a series of revisions under the guidance of the study supervisors to ensure that fieldwork conducted by use of high-quality data collection. Also quotes from interview and statement from questionnaires was used as references to ensure reliability.

The supervisors provided feedback and their recommendations were incorporated in the final questionnaire.

3.12.3. Pilot Testing

The interviews were pre-tested to a selected sample that was similar to the actual sample to be used in the study in Livingstone District of Zambia. The researcher selected two schools in the district. The two schools that were used in pilot testing did not take part in the main study.

IV) CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.0 Overview

This chapter presents results of the study and discusses them based on the study objectives as well as background characteristics of the respondents. This chapter includes an overview, background characteristics of the respondents, impact of leadership and management quality on academic performance, involvement of academic staff and students as well as the supporting community in the management of schools to enhance quality education, effective school management correlates with academic performance in schools.

This chapter presents the findings on the effects of management quality on academic performance in selected schools in Livingstone District. The chapter comprises the views of the respondents in the questionnaire, focus group discussions and interviews schedule. The findings have been portioned according to the diverse categories of the respondents participated in. For this reason, the chapter unveils the findings of this study with regards to the issues expressed by the following respondents; 90 teachers, 8 head teachers, and 2 Standards Officers from the District Education Board. A total of 100 participants were available for the study. The presentation of the findings therefore will be guided by the following research objectives:

1. *Management quality on academic performance.*
2. *Decision making on the academic and staff performance*
3. *Motivation on the academic and staff performance.*
4. *Areas of management that will be needed to improved academic performance*

The above research objectives were used systematically in answering of the questions.

Research Findings (out)

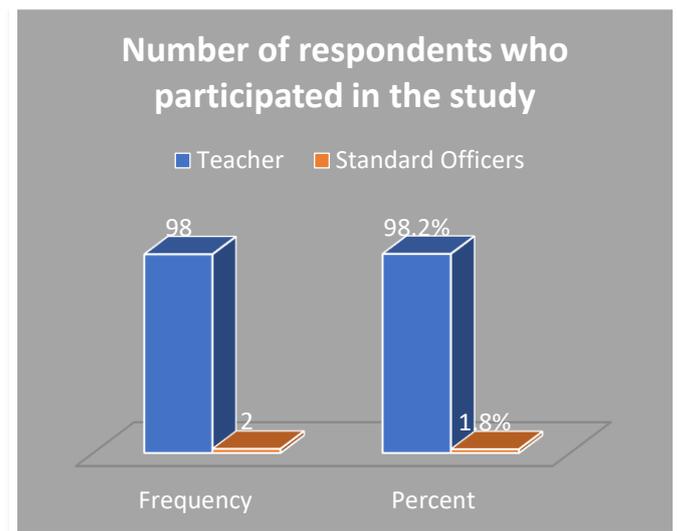
The research findings were from the following instruments used during data collection namely; Questionnaire, focus group discussion guide and interviews guide. The contents of the research instruments were analysed so that comprehensive meanings from the data were obtained.

Figures have represented the views of respondents who were teachers and standard Officers.

4.0. Background information

4.0.1 Number of Teacher who participated in the study

Number of respondents who participated in the study were as shown in the Figure below.



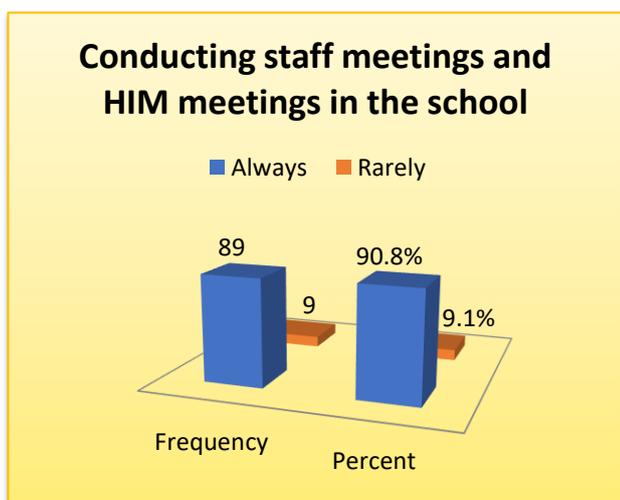
The study shows the number of the respondents who participated in the study during data collection who were 98 (98.2%) teachers, senior teachers, HODs, head teachers and the 2 (1.8%) standard officers from the District Education Board secretary's office.

4.1. Management quality on academic performance.

In order to address the first research question, a number of questions on the effect of the management quality on the academic performance in selected secondary schools were asked to teachers, head teachers and two (2) Standard Officers from District Education Board Secretary (DEBS).

4.1.1. Teacher’s response on the staff meetings and HIM meetings conducted by the school management in the school

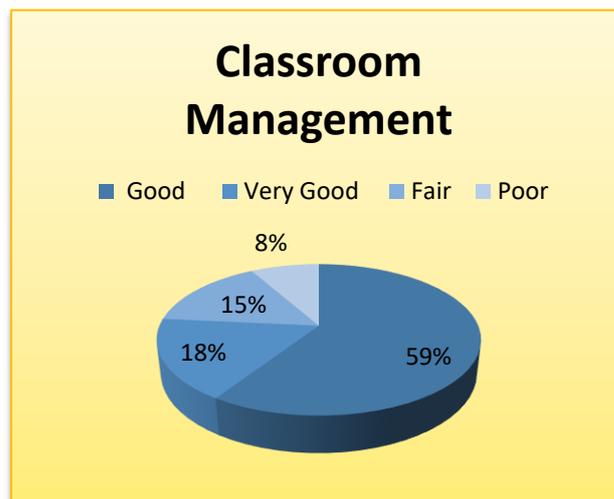
The Figure below shows the teachers’ response on the management quality in the schools



The study revealed that 98(100%) respondents from different secondary schools participated. 89 (90.8%) respondents said that the staff meetings and HIM meetings were being conducted in the schools, while 9 (9.1%) respondents said that staff meetings and HIM meetings were rarely conducted in the schools.

4.1.2. Teacher’s response on the Classroom management in the school

The respondents who participated in the study and the responses on the classroom management in schools’ results obtained were as shown in the Figure below.

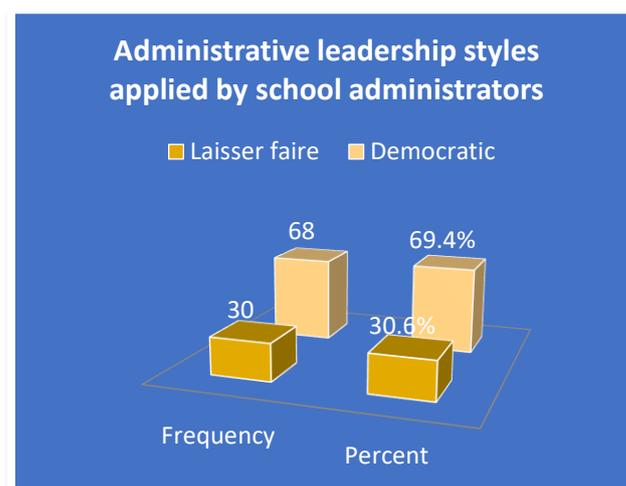


Classroom management in schools

The study revealed that 98(100%) respondents from different secondary participated. 58 (59%) respondents said that the class management was good, 17 (18%) respondents said that the class management was very good, 15 (15%), respondents said that the class management was fairly conducted, 8 (8%) respondents said that the class management was poorly conducted in schools.

4.1.3. Teachers’ response on administrative leadership styles applied by school administrators

In order to establish the most used leadership styles in primary schools, respondents were subjected to various questions during focus group discussions and in-depth interviews as shown below



The study had 98 (100%) respondents that were involved in the focus group discussions from each school, had various responses on the leadership styles most used in primary schools and secondary schools. What came out strongly from the seven schools involved in the study was that 68 (69.4%) respondents said that the most used leadership style in schools was democratic leadership style and 30 (30.6%) respondents said that the most used leadership style in schools was Laissez-faire. Their conclusions were based on their head teachers' way of management of teachers in schools.

4.1.4. Standard officers' conducting staff meetings and HIM meetings in the school

Standard officers who participated in the study and the responses on the staff meetings and HIM meetings in school results obtained were as shown in the figure below.



The study reveals the 2 (100%) standard Officers who participated in the study. 2 (100%) the respondents said that schools usually conduct staff meetings and HIM at the start of the term and at the end of the term. This means that HIM activities are been held in the school.

4.1.5. Standard Officer's response on Classroom management

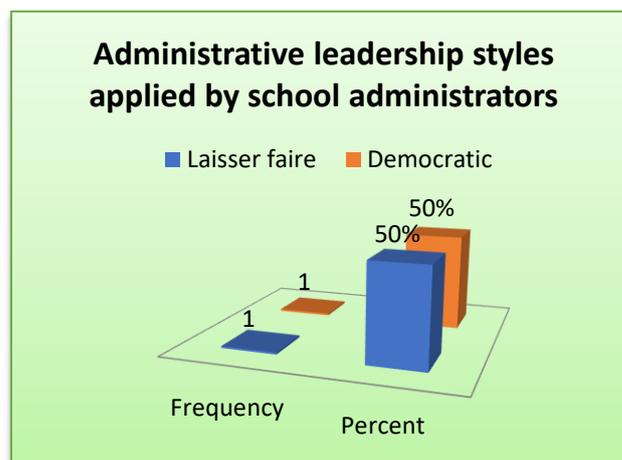
Standard officers who participated in the study and the responses on the classroom management in schools' results obtained were as shown in the figure below.



The study reveals the 2 (100%) standard Officers who participated in the study. 1 (50%) respondents said that the classroom management in most of the schools is good while the other 1 (50%) respondent said that the classroom management in the schools is fairly conducted.

4.1.6. Standard Officers' response on management leadership styles applied by school administrators.

Standard officers who participated in the study and the responses on the administrative leadership styles applied by school management in schools' results obtained were as shown in the Figure below.



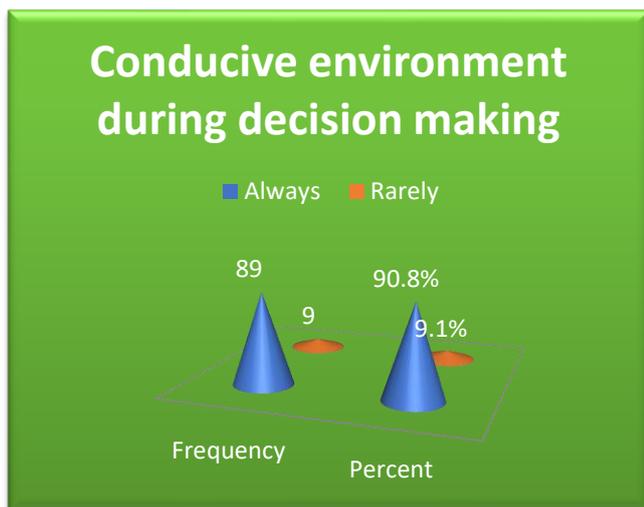
The study had 2 (100%) respondents that were

involved in the focus group discussions from each school, had various responses on the leadership styles most used in primary schools and secondary schools. What came out strongly from the seven schools involved in the study was that, 1(50%) respondents said that the most used leadership style in schools was democratic leadership style and 1 (50%) respondents said that the most used leadership style in schools was Laisser-faire. Their conclusions were based on their head teachers' way of managing teachers in schools.

4.2. Decision making on staff performance

4.2.1. Teachers' responses on conducive environment at the school

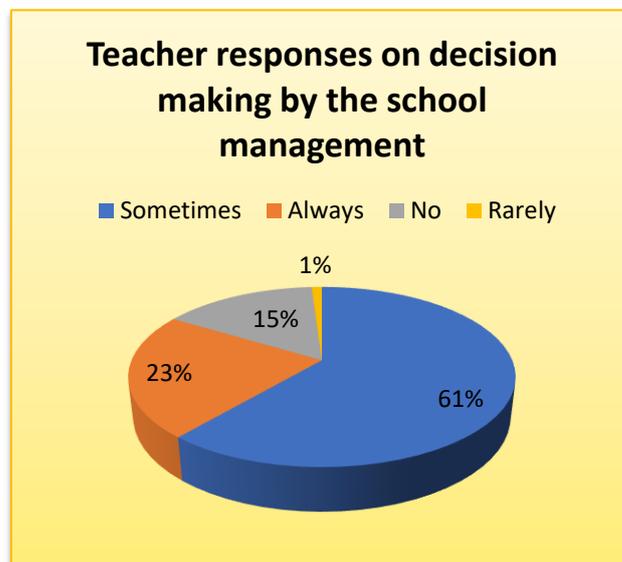
Teachers from each school participated in the study and the responses on creating a conducive environment in the schools were obtained as shown in the Figure below:



The study revealed that 98(100%) respondents from different secondary schools participated. 89 (90.8%) respondents said that the management always creates a conducive environment in the school, while 9 (9.1%) respondents said that management rarely creates a conducive environment in the schools.

4.2.2. Teacher responses on decision making by the school management

Teachers from each school participated in the study and the responses on participative decision making were obtained as shown in the Figure below:



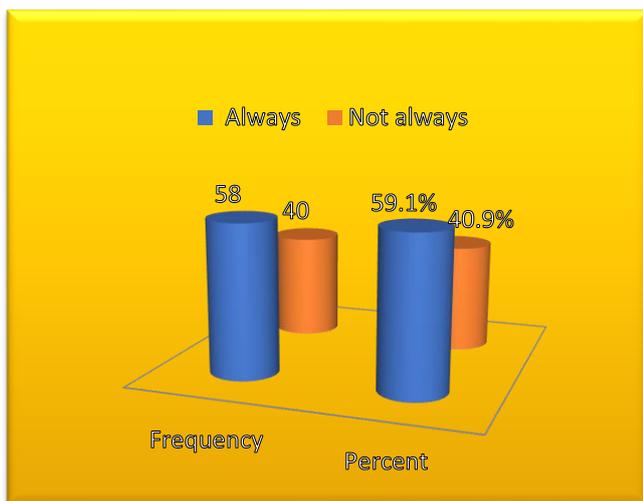
The study revealed that 98(100%) respondents from different secondary schools participated. 60 (61%) respondents said that the school management sometimes involves teachers decision making, 23 (18%) respondents said that the school management always involves teachers decision making, 15 (15%), respondents said that the school management does not involves teachers in decision making, while 1 (1%) respondents said that the school management rarely involves teachers' decision making in schools.

The study indicated that teachers were not fully involved in the decision-making process at school. Further respondents said that contributions make them not feel part of any change in a school hence demotivating them. Communication, decision making and delegation are important aspects of teacher motivation and performance in a school. These aspects can make

a teacher to be accountable and improve performance in school.

4.2.3. Teacher's response on creating a conducive environment when decision Making

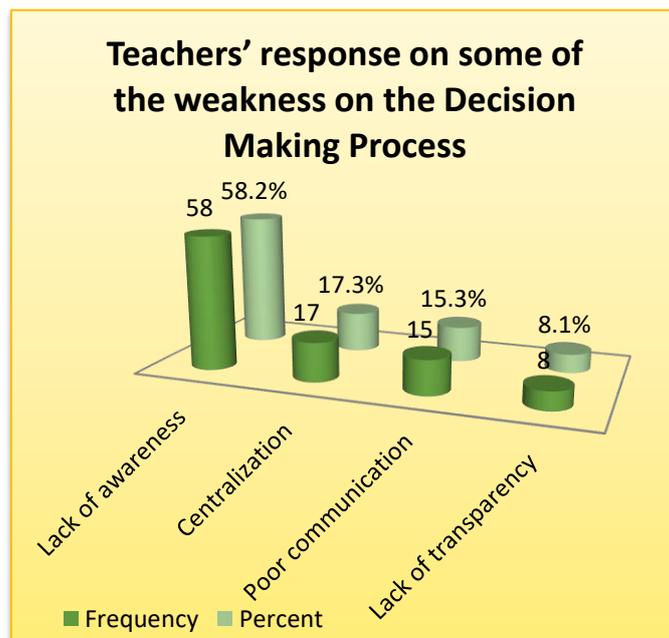
Teachers from each school participated in the study and the responses on creating a conducive environment during decision making were obtained as shown in the Figure below.



The study revealed that 98(100%) respondents from different secondary schools participated. 58 (59.1%) respondents said that the management always creating a conducive environment when making decision in the school while 40 (40.9%) respondents said that management rarely creating a conducive environment when making decisions in the schools.

4.2.4. Teachers' response on some of the weakness on the Decision-Making Process

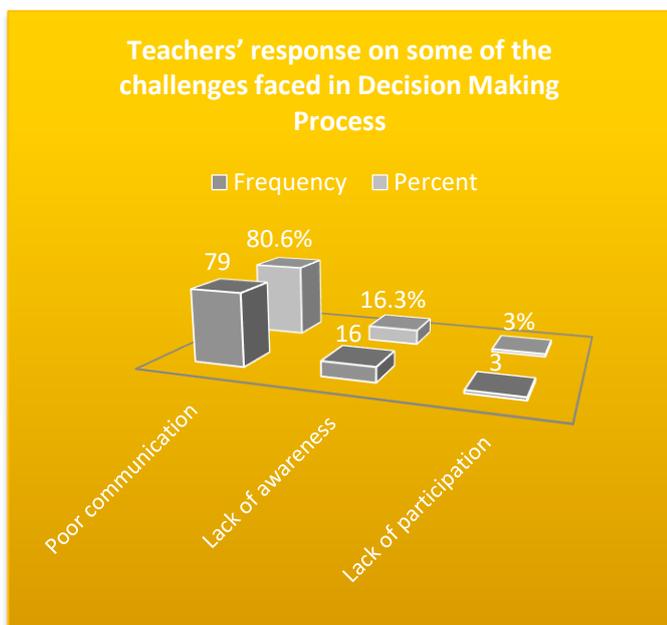
The participants from schools who participated in the study and the responses on some of the weakness of the decision-making process in schools were obtained as shown in the Figure below:



The study revealed that 98(100%) respondents from different secondary participated. 50 (58.2%) respondents identified lack of awareness was one of the weakness of the decision making process in schools, 17 (17.3%) respondents identified centralised as one of the weaknesses of the decision making process in schools, 15 (15.3%), respondents poor communication was one of the weakness of the decision making process in schools while 8 (8.1%) respondents identified lack of transparency was one of the weakness of the decision making process in schools. These weaknesses affected decision making in schools.

4.2.5. Teachers' response on some of the challenges faced in Decision Making Process

The participants from schools who participated in the study and the responses on the challenges faced in Decision Making Process in schools were obtained as shown in the figure below:



The study revealed that 98(100%) respondents from different secondary participated. 70 (80.6%) respondents mentioned poor communication was one of the challenges in decision making process in schools, 16 (16.3%) respondents mentioned lack of awareness as one of the challenges in decision making process in schools, 3 (3%), respondents mentioned lack of participation was one of the challenges in decision making process in schools.

4.2.6. Standard Officers responses on decision making by the school management

The standard officer who participated in the study and the responses on decision making were obtained as shown in the figure below.

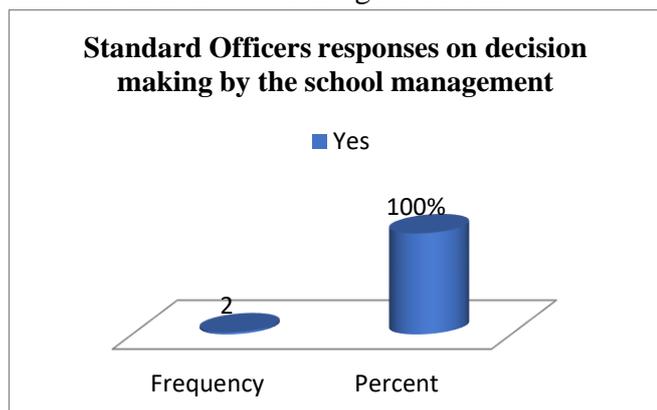
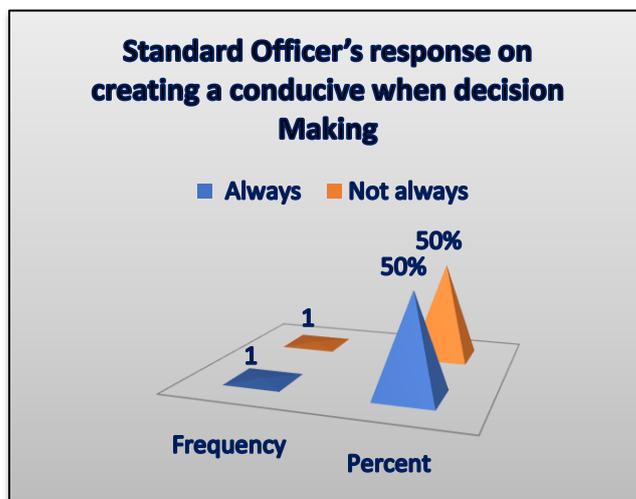


Fig 4.4.1 Shows that both standard officers agreed that school management involved other stake holders in decision making at a district management level. The Standard officers had a picture of what happens in schools and the leadership styles which were being used. One Standards Officer said:

Both management and administration had their effects. He attributed the management and administration that use democratic leadership style, to sharing of ideas and experiences in the running of the schools. Also, that there was cooperation, mutual trust and respect for one another which increased the level of morale among teachers.

4.2.7. Standard Officer's response on creating a conducive environment on decision Making

The standard officers from DEBS Office who participated in the study and the responses on creating a conducive environment during decision making were obtained as shown in the Figure below.

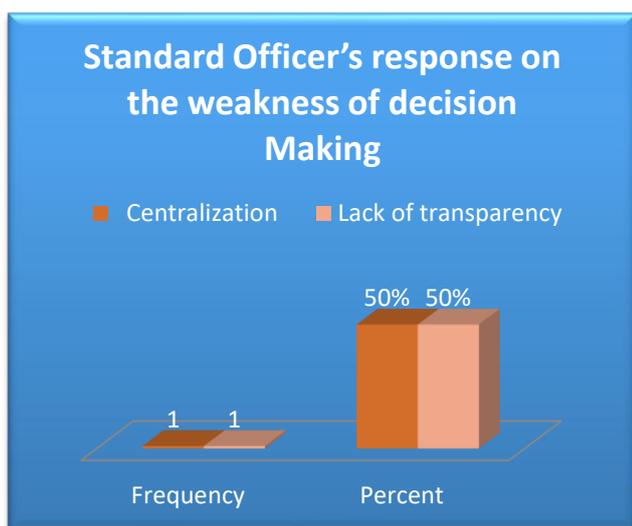


The study revealed that 2(100%) respondents from different secondary schools participated. 1 (50%) respondents said that the management is always creating a conducive environment when making decisions in the school while 1 (50%)

respondents said that management not always creating a conducive environment when making decision in the schools.

4.2.8. Standard Officer's response on the weakness of decision-Making process

The standard officers from DEBS Office who participated in the study and the responses on the weakness of decision-Making process were obtained as shown in the Figure below.



The study revealed that 2(100%) respondents from different secondary participated. 1 (50%) respondents said that some of the weakness of decision-Making process are that they highly centralised in the school while 1 (50%) respondents said that some of the weakness of decision-making process are that they lack transparency in the schools.

4.2.9. Standard Officer's response on challenges faced in decision Making

The standard officers from DEBS Office who participated in the study and the responses on the challenges faced in decision Making process were obtained as shown in the figure below:

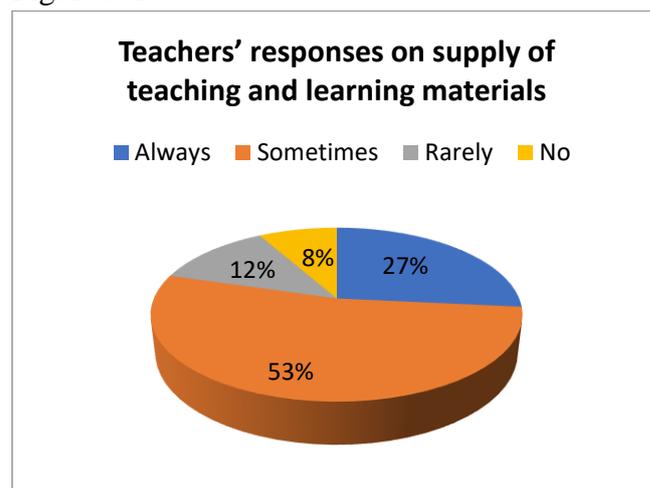


The study revealed that 2(100%) respondents from different secondary schools participated. 1 (50%) respondent said that some of the challenges faced in decision making process is to do with poor communication in the school while 1(50%) the other respondent said that some of the challenges faced in decision Making process are that they lack participation in the schools.

4.3.0. Motivation on the staff performance.

4.3.1. Teachers' responses on supply of teaching and learning materials

Teachers from each school participated in the study and the responses on supply of teaching and learning materials were obtained as shown in the Figure below:

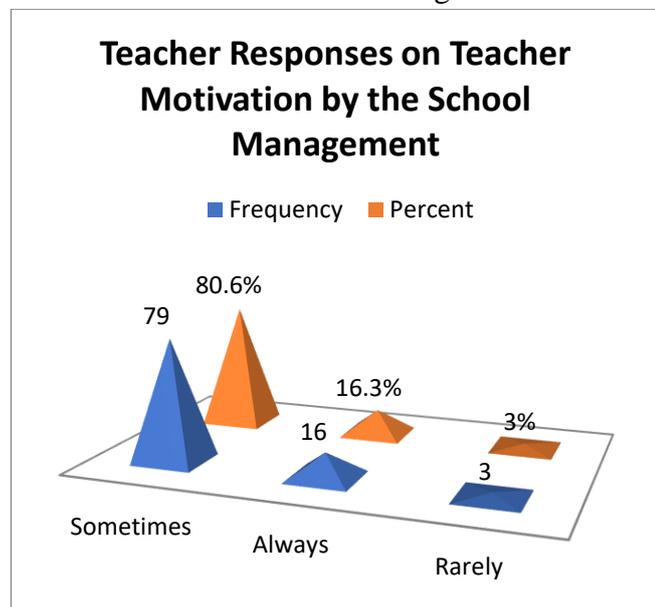


The study revealed that 98(100%) respondents from different secondary schools participated. 70 52 (53%) respondents said that the supply of teaching and learning materials was sometimes good in schools, 26 (27%) respondents said that supply of teaching and learning materials was always good in schools, 12 (12%), respondents said that supply of teaching and learning materials was not good in schools. 8 (8%) respondents said that the supply of teaching and learning materials was rarely done.

This indicated that school management was able to try to supply the teaching and learning materials on time. This study reviews that since the teaching and learning materials are not supplied on time, this means that teacher performance is negatively affected. Thus, making the learners lack access to some useful information and knowledge which they needed in order for their learning to improve.

4.3.2. Teacher responses on pupil and teacher motivation by the school management

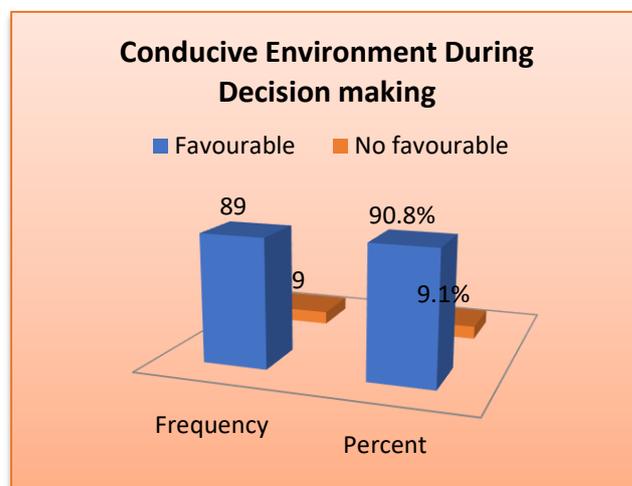
Teachers from each school participated in the study and the responses on teacher motivation were obtained as shown in the Figure below.



The study revealed that 98(100%) respondents from different secondary schools participated. 79 (80%) respondents said that teachers and pupils were sometimes motivated in schools, 16 (16.3%) respondents said that teachers and pupils were always motivated in schools, 3 (3%), respondents said that teachers and pupils were rarely motivated in schools.

4.3.3 Teacher's responses on conducive Environment

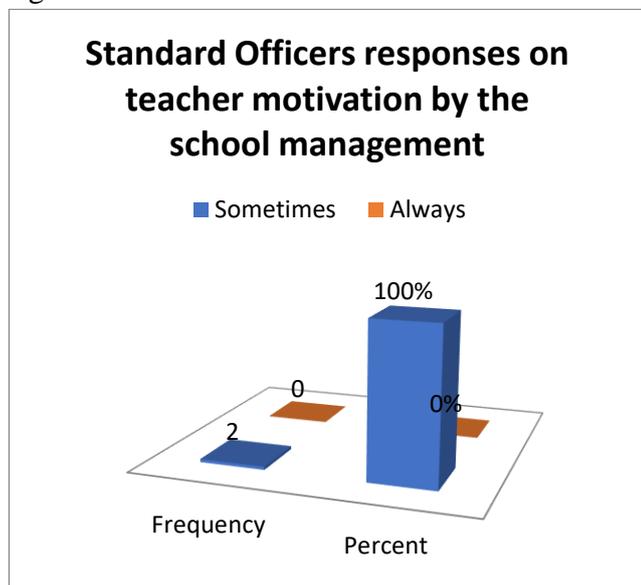
Teachers from each school participated in the study and the responses on creating a conducive environment were obtained as shown in the figure below:



The study revealed that 98(100%) respondents from different secondary schools participated. 89 (90.8%) respondents said that the management always creates a conducive environment when in the school while 9 (9.1%) respondents said that management rarely creates a conducive environment in the schools.

4.3.4 Standard Officers responses on teacher motivation by the school management

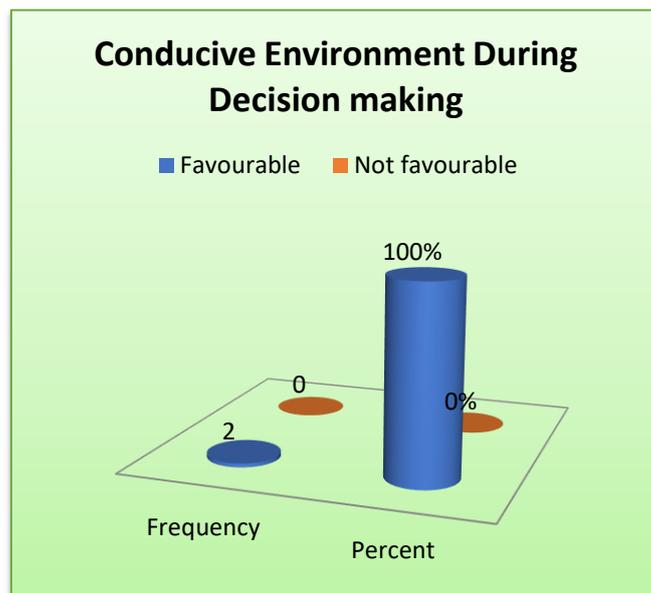
The Standard Officers who participated in the study and the responses on head teacher and teacher motivation were obtained as shown in the figure below:



The study shows that Standards Officers agreed that there were specific management which motivate teachers and head teachers in primary schools and secondary schools. The study revealed that the extent of district management and administration motivates the hard-working head teachers through staff promotion, the involvement in decision making and through awards. It was further found that good administration and management improve teachers' motivation and performance in primary schools and secondary schools.

4.3.5. Standard officers' responses on Officers' Conducive Environment

The Standard Officers who participated in the study and the responses on creating a Conducive environment as a motivation were obtained as shown in the figure below:



The study revealed that 2(100%) respondents from different secondary participated. 2 (100%) respondents said that the management always creates a favourable conducive environment in the school.

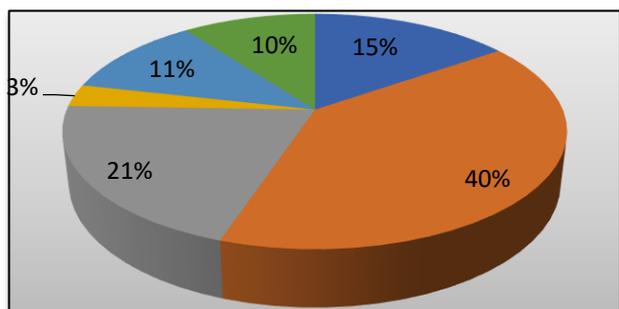
4.4. Areas of management quality needed to improve staff performance

4.4.1. Teacher responses on improving academic performance by the school management

Teachers from each school participated in the study and the responses on improving academic performance were obtained as shown in the Figure below:

Teacher Responses On Improving Academic Performance By The School Management

- Creating conducive environment
- Awarding
- Involving teachers in decision making
- Equal treatment
- Consulting and encourage teachers
- Providing teaching and learning materials



The study revealed that 98(100%) respondents from different secondary schools participated. 39 (40%) respondents said that managing teacher and pupil motivation in schools can be done through giving awards, 21 (21%) respondents said that managing teacher and pupil motivation in schools can be done involving teachers and pupils in decision making, 15 (15%), respondents said that managing teacher and pupil motivation in schools can be done through creating a conducive environment. 11 (11%) respondents said that managing teacher and pupil motivation in schools can be done through consulting and encouraging teachers and pupils 10 (10%) respondents said that managing teacher and pupil motivation in schools can be done through provision of teaching and learning materials and 3 (3%) respondents said that managing teacher and pupil motivation in schools can be done through treating them equally.

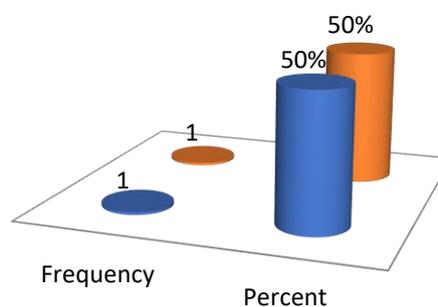
The study shows that staff and pupil management can be enhanced by creating a conducive environment, involving teachers in decision making, awarding teachers, consulting and encouraging teachers, treating them equally and providing teaching and learning materials. The respondents said that these were some of the ways the management and administration can motivate teachers and head teachers in primary schools and secondary schools. The study revealed the extent management and administration motivates the hard-working teachers in schools.

4.4.2. Standard Officers' responses on improving academic performance by the school management

Standard Officers who participated in the study and the responses on improving staff management were obtained as shown in the figure below:

Standard Officers' Responses On Improving Academic Performance By The School Management

- Motivating teachers
- Recommend teachers for promotion



The study indicates the views of Standard Officers on how administration and management improve teacher performance in both primary and secondary schools. The results show that teacher performance is improved by teacher motivation and also recommending teachers for promotions.

V) CHAPTER FIVE:

DISCUSSION OF RESEARCH FINDINGS

This section focuses on the discussion, conclusions and recommendations of the study.

5.1. Implementation adherence

Accessibility of ECE in the district

The study revealed the accessibility of ECE in the schools. Out of 78 (100%) respondents were from different ECE school centres who participated, 77 (97%) said Yes acknowledging that ECE is accessible in the schools, 1 (1.3%) said that ECE is not accessible in the schools. The respondents said that this was seen from the number of centres opened and policies that the schools or centres were implementing as mentioned below.

From the interviews with the three-school management it revealed that in all the four (4) ECE centres visited, the school managements said that they held meetings with parents and school staff. Activities they were involved in included sensitising them about the implementation of the local language policy as a medium of instruction in the centres. There is a notable consensus across education policy statements and practice guidelines in many countries that parents are children's first and most enduring educators (OECD, 2012). Parents play a critical role in supporting growth and development of their children. When parents are involved in their child's early education and form strong partnerships with their teachers and child-care providers, it makes a significant positive impact on the child's growth and development.

Local language Policy as a medium of instruction

Languages of Communication the data represented shows that the ECE teachers communicate with the teachers and children use local language as a medium of instruction, which is the language that most of the children

understand, as it is the language of their local community. This no doubt will go a long way to foster proper and adequate communication between teachers and pupils, and further promote learning. This is a commendable development as the child feels more comfortable to express himself in a language, he/she understands and can identify with.

The study it further reveals that mother tongue-based education programs benefit children's language skills and overall academic achievement, along with their self-confidence and cultural pride. Mother tongue-based bi/multilingual programs enable learners to begin their education in the language they know best.

From the findings it was also reviewed that the views held by both Head teachers and teachers was in support of the use of local language to pupils as they believed that the language of play was continued from home to school that will allow the pupils to fit easily in their new environment. Use of a familiar language to teach beginning literacy facilitates an understanding of sound-symbol or meaning-symbol correspondence. Learning to read is most efficient when students know the language and can employ psycholinguistic guessing strategies; likewise, students can communicate through writing as soon as they understand the rules of the orthographic (or other written) system of their language (Carol Benson 2005). They also had a view that pupils find the school environment friendly as they are able to express their feelings freely and interact with everyone.

Free Education Policy

The study revealed the Free ECE education policy in the district. Out of 2 (100%) respondents were from the district education board secretary's office who participated, 2 (100%) respondents acknowledged that the Free ECE education policy was being implemented by the centres. It shows that most of the schools are offering free education as stipulated in the national policy

about offering free education from ECE to grade 7 in the Ministry of General Education. But some respondents said that it's not total free education because ECE centres do not provide food to the learners. The Children come with their own for from home.

Parents were happy and appreciated the services given to their children in ECE Centres in government primary schools. Government ECE centres follow the Free Education Policy, and so many parents were able to send their children to pre-schools. Education in pre-schools enabled children to socialize with their peers and teachers unlike other children who did not pass through the centres.

ECE Curriculum Implementation policy

The study revealed the ECE Curriculum Implementation policy was taking place in the district. Out 78 (100%) respondents who participated, 76 (97.4%) respondents acknowledging the implementation of the ECE Curriculum in the centres, and 2 (2.6%) respondents said that ECE Curriculum was not being implemented by the centres. This shows that the curriculum implementation is going on well in the ECE Centres. The teachers said that the centres have the syllabi and preparation is going on well.

The study examined the role of infrastructure in curriculum implementation. To this end, questions were asked to assess the preschools' buildings in respect to the classrooms' walls, floors, roofing, ventilation, compound size, classroom size, toilets in relation to preschool enrolment and play materials in relation to the number of children.

The Curriculum for ECE in Zambia emphasises, "hands-on experiences through manipulation of objects and models, interaction with nature through observation of living and non-living things in their environment" (MoE: 2013). The learning areas are in line with those offered at primary education to promote and support the

linkage between the Early Childhood and primary education. It is, therefore, hoped that this curriculum will make learning in ECE centres more meaningful and enjoyable as it is highly activity oriented.

This is in line with, Botta, (2009). Early childhood education also becomes more beneficial especially for the children coming from low socioeconomic. Background. He further identified that the benefit of children being exposed to early education coming from low-income families as that their cognitive growth and school readiness is highly influenced. Again, when young children are coming from low socio-economic background, and are given good quality of early childhood education with its proper implementation of the curriculum, it provides them with early reading and mathematics skills, high cognitive, positive self-image and help them to cope with the children from high and middle socio-economic status.

5.2. Teaching and learning resources

Study revealed that more than 90% of the respondents revealed they had facilities for the running of ECE and some of the teaching and learning resource we available. While other teaching and learning materials were not in place. However, from responses, these teaching and learning resources are very limited in supply. It is also evident that other equally essential teaching and learning materials indispensable for effective teaching and learning in the ECE level of education are unavailable in most schools. Resources including television/computer systems, nature table/corners, toys and models, charts and well drawings and even playing equipment like see-saw, merry-go-round, slides etc. are almost completely not available in any of the schools. We also found out that some very necessary facilities for the convenience of the children like toilets, bathrooms, beds/beddings and clean and safe water are not available.

The study also shows that ECE materials were written in Zonal language. Out 2 (100%) respondents who participated, 2 (100%) respondents said that the ECE materials written in Zonal language. Support development of writing in L1. Some respondents said that other problems in Zambia include the lack of teaching material in African languages and the pupil-teachers ratio which leads to overcrowded classes. The end result is low reading levels and the majority of pupils not breaking through to literacy throughout their primary school education. UNESCO encourages the development of writing systems for mother tongue languages, where written forms do not exist. A written form of L1 is a prerequisite for using the language in formal education. UNESCO encourages interested minority communities to work with linguists and others to develop alphabets and to standardize and update terminology and spellings across varieties of the language, drawing on linguistic research and corpus planning.

The study revealed the Quality of ECE education being offered in the schools. Out 78 (100%) respondents who participated, 29 (37%) respondents said that the quality of ECE education being offered in the centres good and 49 (62.8%) respondents said that the quality of ECE education being offered in the centres was fair. It shows that there is need to improve the quality of ECE education in ECE centres by implementing the national policies in ECE centres.

This study is in line with ECE mapping exercise conducted by the Task Force. Its findings reveal that there is a wide range of positive developments and experiences in several countries, including increasing participation rates, provision of comprehensive ECE services, as well as the training and professional development of teachers. However, progress remains slow and uneven, both within and between countries. We therefore encourage public authorities to invest in

early childhood education and teacher unions and other civil society organizations to ensure that this neglected Education for All (EFA) goal is achieved by 2015.

5.3. Areas that needs to improve implementation adherence

The study revealed the Strategies to put in place for quality ECE education in ECE Centres. Out 78 (100%) respondents who participated, 16 (20.5%) respondents said that improve staffing levels in ECE Centres, 8 (10.3%) respondent said that improve furniture. 11 (14.1%) respondents said that increase funding in ECE Centres, 10 (12.8%) respondent said that provide more teaching and learning aid. 18 (23.1%) respondents said that improve infrastructure in ECE Centres, 7 (9%) respondent said that improve Sanitation in ECE centres and 8 (10.3%) respondents were not sure of what is to done in the ECEC centres.

This is in line with the symposium held in Livingstone, Zambia, outlined expectations for increased investment in ECCE by national governments (UNICEF, 2008). Additionally, the EFA 2007 report lists several initiatives that would need to be instituted in order to launch a successful ECCE program, many of which would require government funds (UNESCO, 2006). Clearly, the establishment of an ECCE program would necessitate financial support from the MoE, funding which is desperately needed in the primary school sub-sector of education.

5.4. Conclusion

This study highlights the assessment of the implementation adherence of early childhood education in public schools in Livingstone. Languages of Communication the data represented shows that the ECE teachers communicate with the teachers and children use local language as a medium of instruction, which is the language that most of the children

understand, as it is the language of their local community.

This no doubt will go a long way to foster proper and adequate communication between teachers and pupils, and further promote learning. It also shows that most of the schools are offering free education as stipulated in the national policy about offering free education from ECE to grade 7 in the Ministry of General Education. The study further, revealed that the ECE Staffing level of teachers in ECE centre. The respondents who participated, said that staffing level of teachers of ECE were low. The study indicated the in most of the ECE Centres the staffing levels are low. There is need to supply ECE teachers in the centres in order to improve quality education provision. It shows that there is need to improve the quality of ECE education in ECE centres by implementing the national policies in ECE centres.

The study revealed the Strategies to put in place for quality ECE education in ECE Centres. Out 78 (100%) respondents who participated, 16 (20.5%) respondents said that improve staffing levels in ECE Centres, 8 (10.3%) respondent said that improve furniture. 11 (14.1%) respondents said that increase funding in ECE Centres, 10 (12.8%) respondent said that provide more teaching and learning aid. 18 (23.1%) respondents said that improve infrastructure in ECE Centres, 7 (9%) respondent said that improve Sanitation in ECE centres and 8 (10.3%) respondents were not sure of what is to done in the ECEC centres.

5.5. Recommendations

ECE Centres should continue implementing local language as a medium of instruction, which is the language that most of the children understand, as it is the language of their local community. This no doubt will go a long way to foster proper and adequate communication between teachers and pupils, and further promote learning.

The provision of teaching and learning policy should be well adhered to so that ECE centres will

have enough materials to provide quality education.

The provision of free education policy as stipulated in the national policy about offering free education from ECE to grade 7 in the Ministry of General Education should continue.

The government through the ministry of education should deploy and supply ECE teachers supply centres in order to improve quality education provision.

The government through the ministry of education should put up infrastructure that will be suitable in ECE centres in order to improve quality education provision. Which will be in line with Education All policy

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